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ABSTRACT

To provide a progress report on efforts to increase access to minority students and diversify the teaching and administrative ranks, a study was conducted at San Joaquin Delta College (SJDC), in California, of recent trends in minority student attendance and graduation rates and the ethnic composition of faculty and administrative staff. Results of the analysis included the following: (1) as of July 1993, students attending SJDC generally reflected the ethnic composition of the district population, although whites and Hispanics were underrepresented relative to their district proportions and Asians were overrepresented; (2) for the 1986-87 and 1992-93 academic years, the ethnic composition of students receiving degrees and certificates was remarkably similar to the ethnic make-up of the student population 3 years previously; (3) since 1986-87, the percent of white administrators has declined from 81% to 71%, with a corresponding increase in minority administrators from 19% to 29%; (4) Hispanic administrators have increased from 8% to 13% in this period, compared to an increase from 4% to 11% for Blacks and a decrease from 6% to 5% for Asians; and (5) the percent of white full-time faculty has declined from 82% to 74% in this period, with Hispanics increasing from 7% to 10%, Blacks from 5% to 7%, and Asians from 6% to 9%. (KP)

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San Joaquin Delta College

RESEARCH NOTE

MINORITY GROUP EQUITY AT DELTA COLLEGE:

Trends In Student Access And Affirmative Action Hiring

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MINORITY GROUP EQUITY AT DELTA COLLEGE:

Trends In Student Access And Affirmative Action Hiring

Increasing the access of our community's ethnic minority students to higher education and diversifying the College's teaching and administrative ranks are two of the District's major policy objectives.

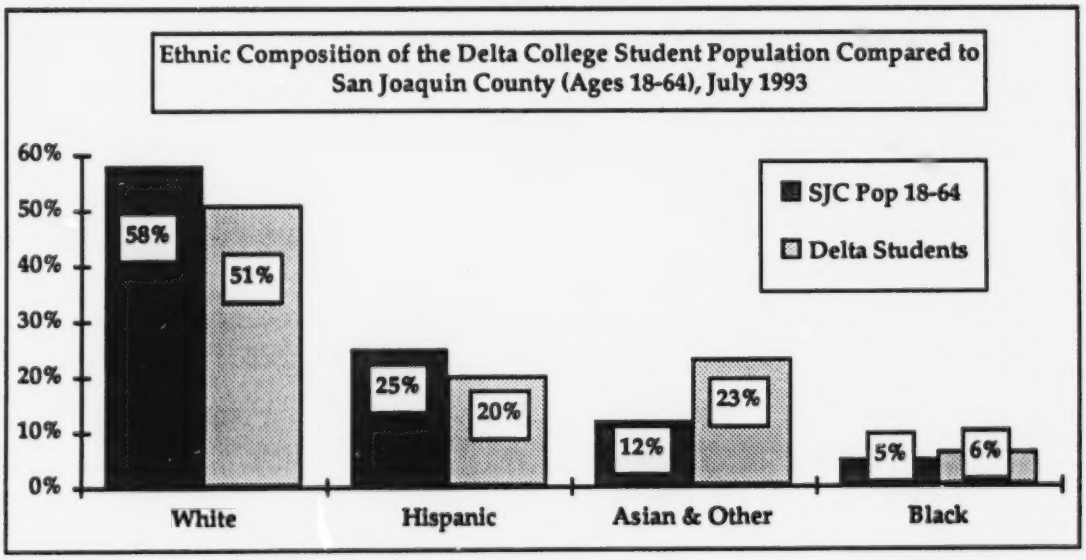
To provide a progress report on the status of these two important goals, this analysis examines recent trends on the three concerns of (1) minority student attendance rates, (2) minority graduation rates, and (3) the ethnic composition of the College's faculty and administrative staff.

More specifically:

1. **How does the ethnic composition of the Delta College student body compare with the District adult population? Which groups are more or less underrepresented in the student population? What are the trends?**

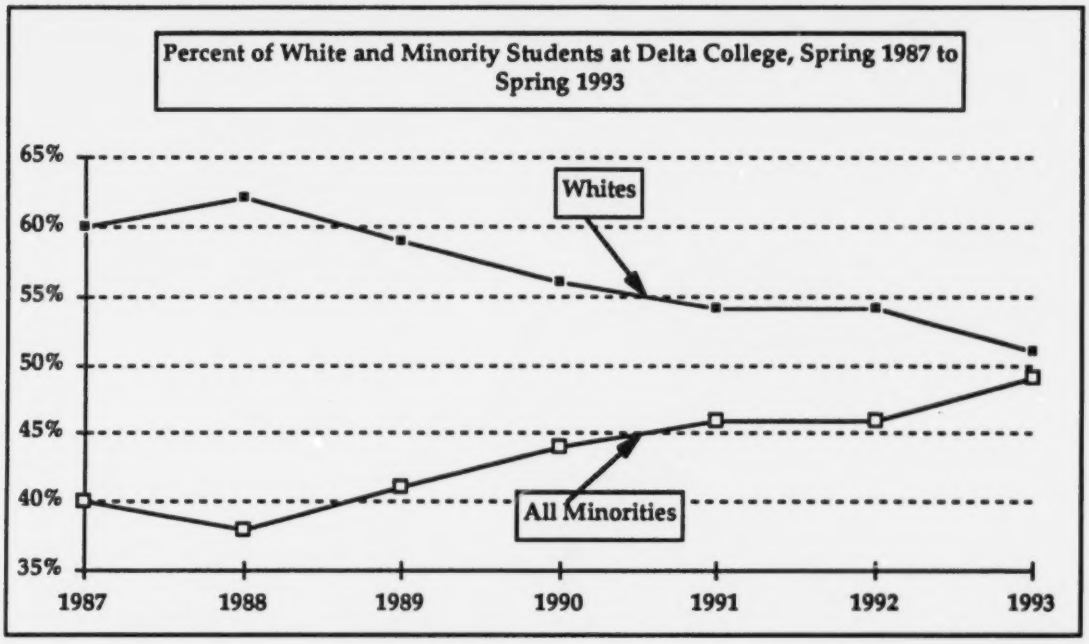
As shown in Figure 1, the ethnic composition of the College's student population is generally reflective of the District's adult population. Whites are underrepresented (51 percent in the student population vs. 58 percent in the adult population); Hispanics are under represented by an absolutely smaller but proportionally greater extent (20 percent vs. 25 percent); Asians are substantially over represented (23 percent vs. 12 percent); and Blacks are slightly over represented (6 percent vs. 5 percent).

Figure 1



The long-term trend in the District's population is one of increased diversification. That trend is reflected in the growing proportion of ethnic minorities in Delta's student population (Figure 2).

Figure 2



2. What are the comparative retention and graduation rates for students from the different ethnic groups? How have they changed since 1986?

It is not practically possible to determine **retention rates** at this time. With our present student data base and computer system, it would require extensive programming to track students from the time they enter the College, and to ascertain how many drop out, re-enter, graduate, or are still in school. The determination of retention rates will have to await the replacement of the Burroughs main frame and the installation of the new student information system.

On the question of **graduation rates**, the ethnic make-up of those receiving degrees or certificates closely parallels that of the student population at large.

Figure 3 compares the ethnic composition of those receiving degrees or certificates with the ethnic composition of the entire student population three years earlier (since the average time to graduation now exceeds two years). These comparisons are provided for two points in time, 1986-87 and 1992-93. For both periods, the differences in ethnic composition between those receiving degrees and the entire student population are small, and there is not any consistent trend up or down, with the notable exception of Asian students.

In 1986-87, Asian students were substantially over-represented in the degree/certificate-receiving group: 31 percent of the students receiving degrees or certificates were Asian as compared to only 23 percent in the student population. But this large difference has now disappeared. In 1992-93, the percent of Asian students in the graduation group is the same as the percent in the student population at large (21%).

Figure 3

Ethnicity of Students Receiving Degrees or Certificates Compared to Ethnicity of the Student Population, 1986-87 and 1992-93

Group	(A) Students (1983-84) (N=15,265)	(B) Certifs + Degrees (1986-87) (N=1,304)	(C) Difference	(D) Students (1989-90) (N=19,139)	(E) Certifs + Degrees (1992-93) (N=1,329)	(F) Difference
White	59%	56%	-3%	57%	59%	2%
Asian & Other	23%	31%	8%	21%	21%	0%
Hispanic	13%	11%	-2%	17%	15%	-2%
Black	5%	3%	-2%	5%	5%	0%
All Minorities	41%	45%	4%	43%	41%	-2%

This change is shown graphically in Figures 4 and 5 which display the changes in certificates (Figure 4) and degrees (Figure 5) for the three minority groups. There have been proportionately significant increases in the percent of Black and Hispanic students receiving degrees and certificates since 1986-87, but there have been major declines in the percent of Asian students receiving certificates (-9%) or degrees (-8%).

The reasons for such major declines are not clear. There may have been a significant drop in the *relative* size of the local Asian population, or a change in the predominant country of origin, but the population data necessary to determine this do no exist.

Figure 4

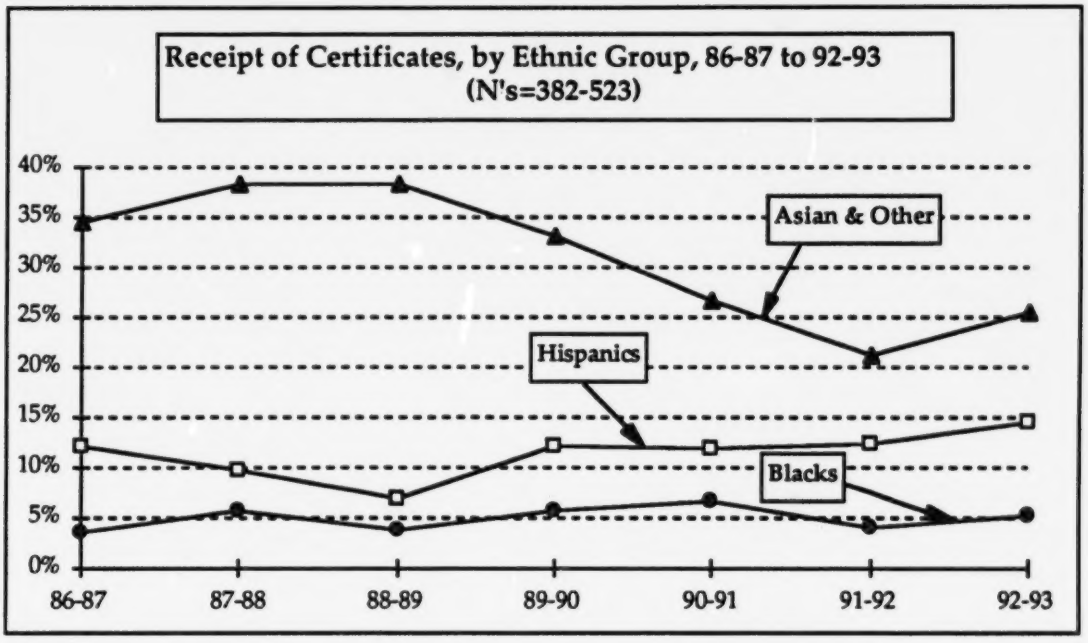
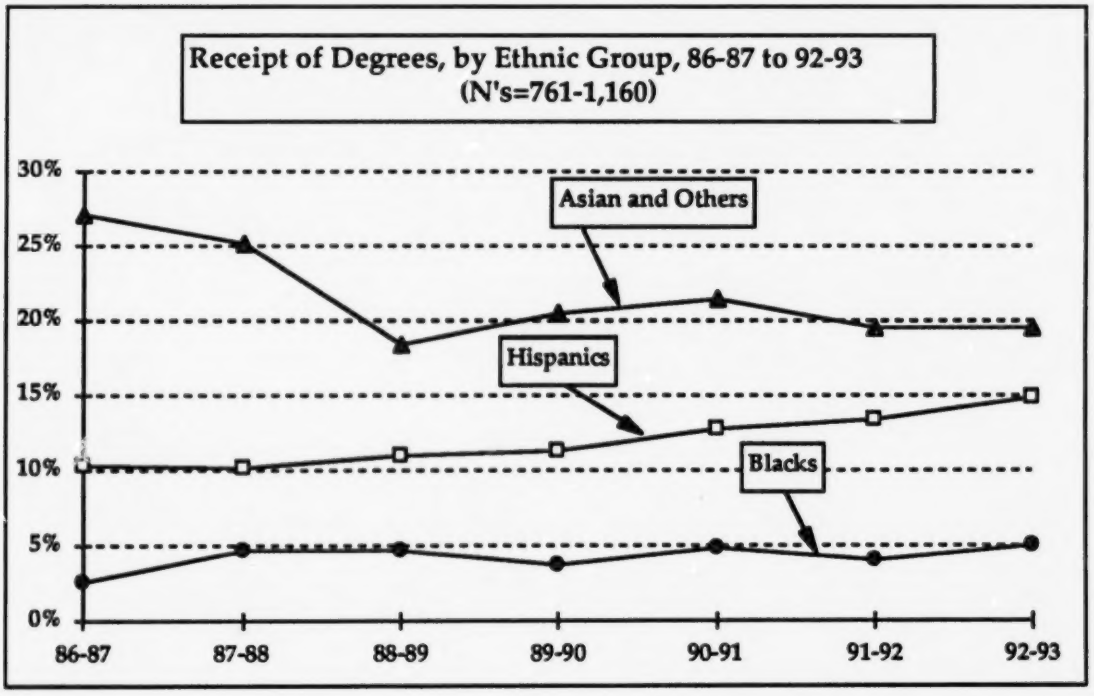


Figure 5



Returning to Figure 3, the important finding is that the overall differences in ethnic composition between those receiving degrees or certificates and the general student population are remarkably small. It has been extensively documented that many ethnic minority students come from economically and educationally disadvantaged backgrounds, and that they score significantly lower than white students on math and reading placement tests.[1] The expectation, therefore, would be that they would have a higher drop-out rate and a lower success rate than White students, with the result that the ethnic composition of graduates would contain a lower percent of minorities than the student population at large. But this is the case only to a marginal degree—about 2 percent.

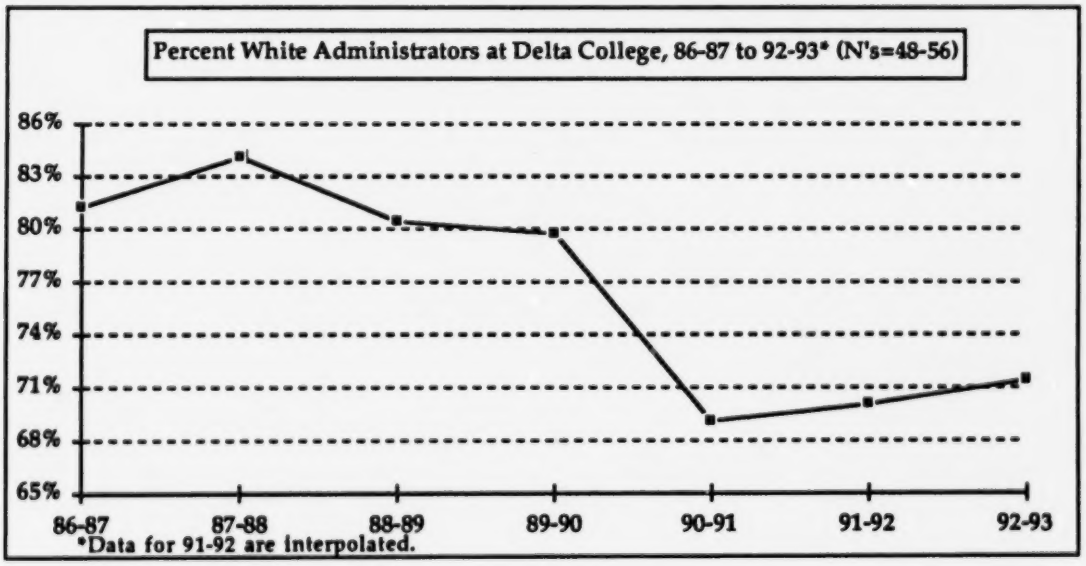
3. What are the trends on the ethnic composition of administrators and faculty members? Are the College's affirmative action procedures making any difference?

A. Administrators

Since 1986-87, the percent of white administrators has declined from 81 to 71 percent (Figure 6). This means, of course, that there has been a corresponding increase in minority administrators from 19 to 29 percent (Figure 7).

Specifically, Hispanic administrators have increased from 8 to 13 percent; Blacks are up from 4 to 11 percent; while Asians have remained essentially unchanged (down from 6 to 5 percent). (See Figure 8)

Figure 6



[1]See "Ethnicity: Its Role in Academic Choice and Outcome at Delta College," April 1990. Delta College Research Report.

Figure 7

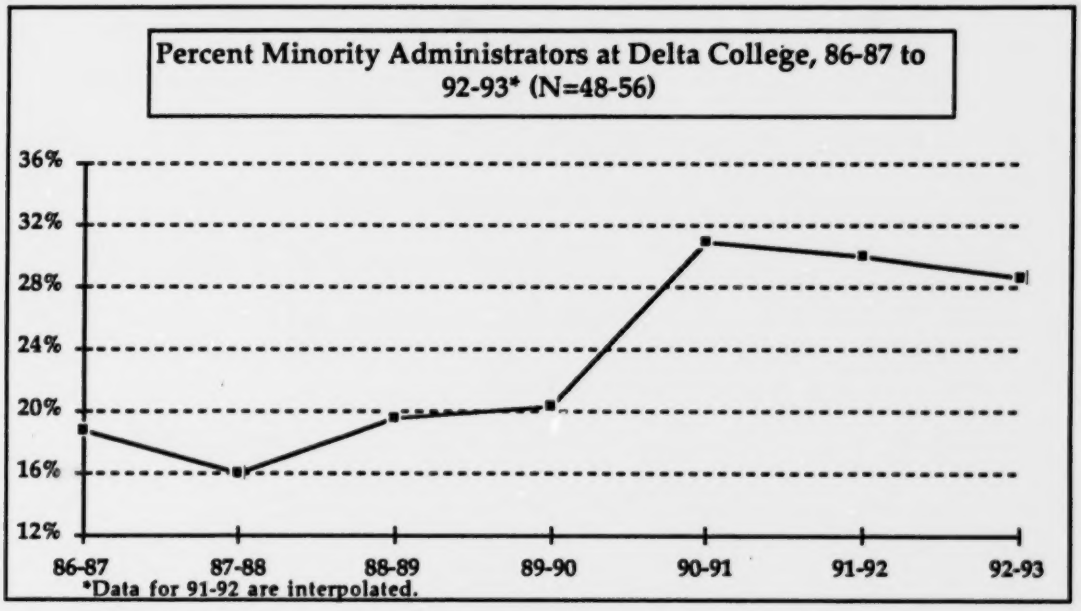
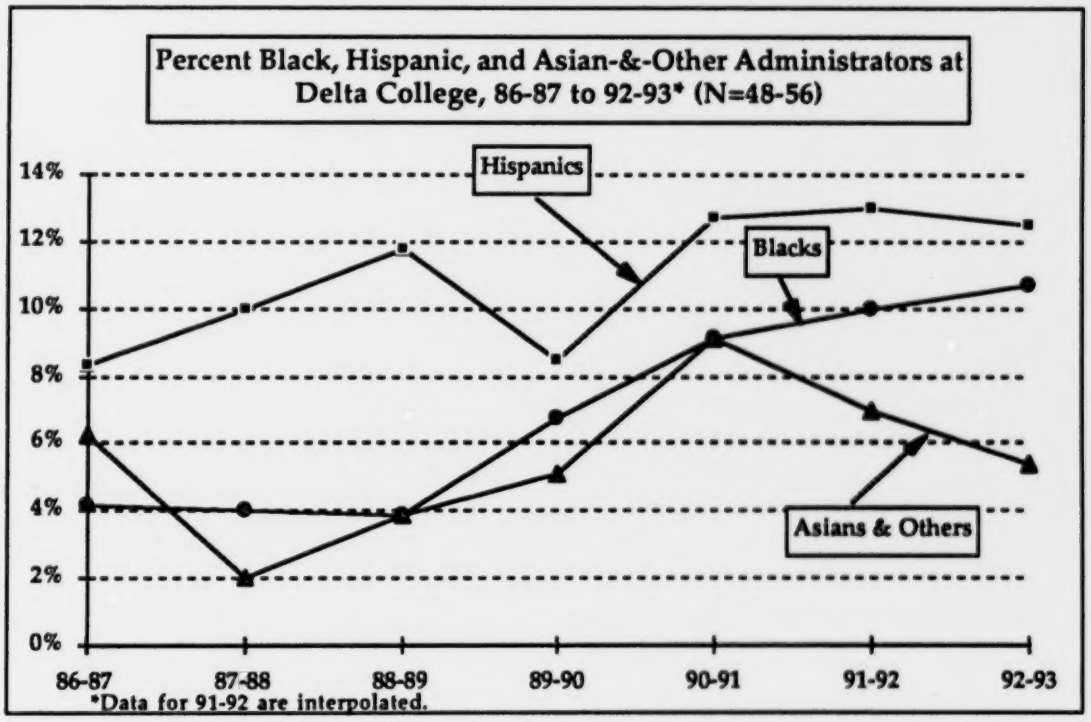


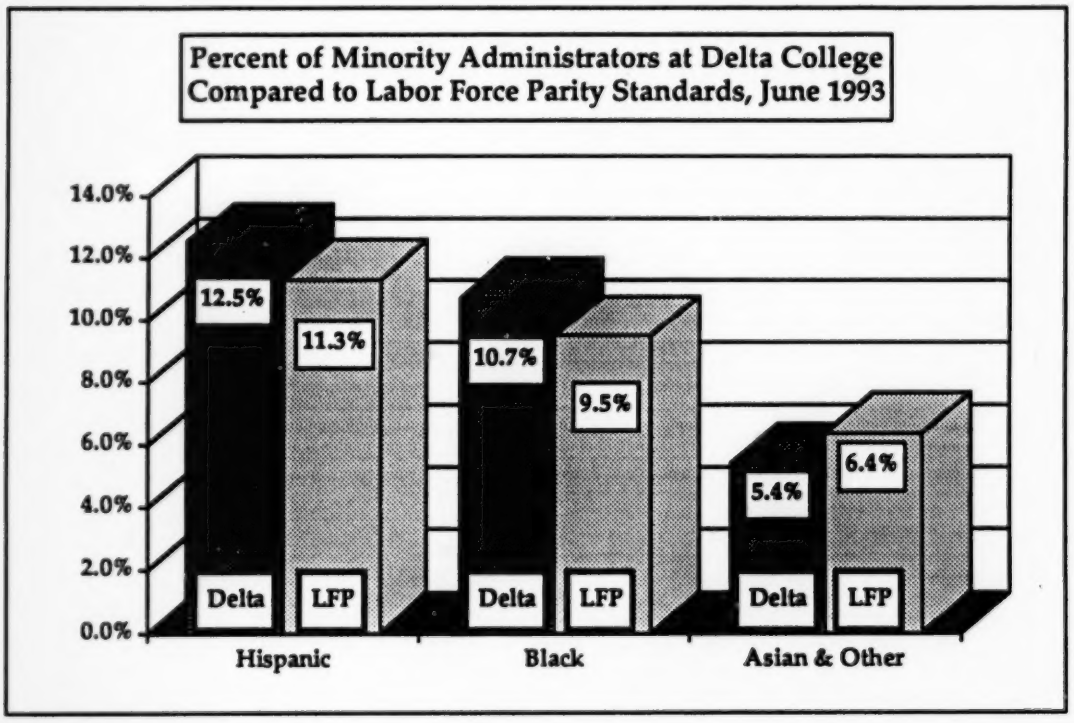
Figure 8



The data in Figures 6 and 7 indicate what the recent trends have been (a 10 percent increase in minority administrators since 1986-87), and what the current situation is (29 percent of the administrative staff are minorities). But how good is this? To what standard should these figures be compared?

The Chancellor's Office publishes Labor Force Parity standards (based on the 1990 Census) for administrative, executive, and managerial positions in the community colleges. These standards indicate the percent of the major ethnic groups in the state who have the minimal qualifications required for administrative/managerial jobs. A comparison between those figures and the corresponding percentages at Delta College are displayed in Figure 9.

Figure 9



As the data in Figure 9 indicate, the percentage of Hispanic and Black administrators at Delta exceeds the Labor Force Parity Standards. The percent of Asian & Other administrators falls short by 1 percent.

B. Faculty Members

Since 1986-87, the percent of white faculty members has declined from 82 to 74 percent (Figure 10). Again, this means there has been a corresponding increase in minority faculty members from 18 to 26 percent (Figure 11). Specifically, Hispanics have increased from 7 to 10 percent; Asians are up from 6 to 9 percent; and Blacks have increased from 5 to 7 percent (Figure 12).

Figure 10

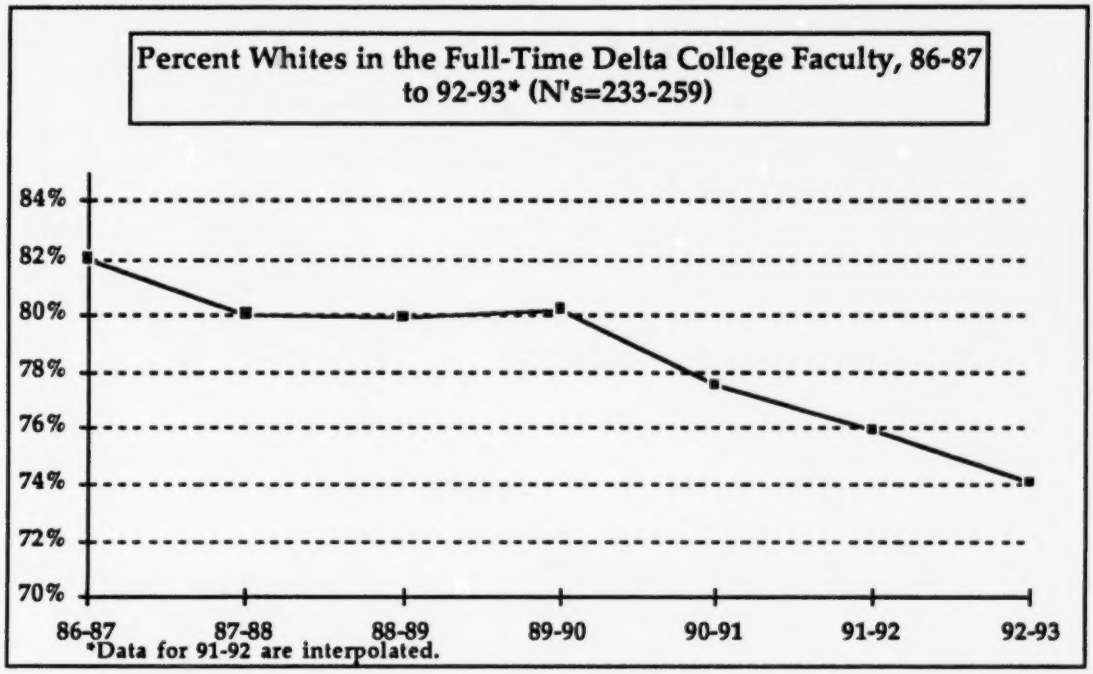


Figure 11

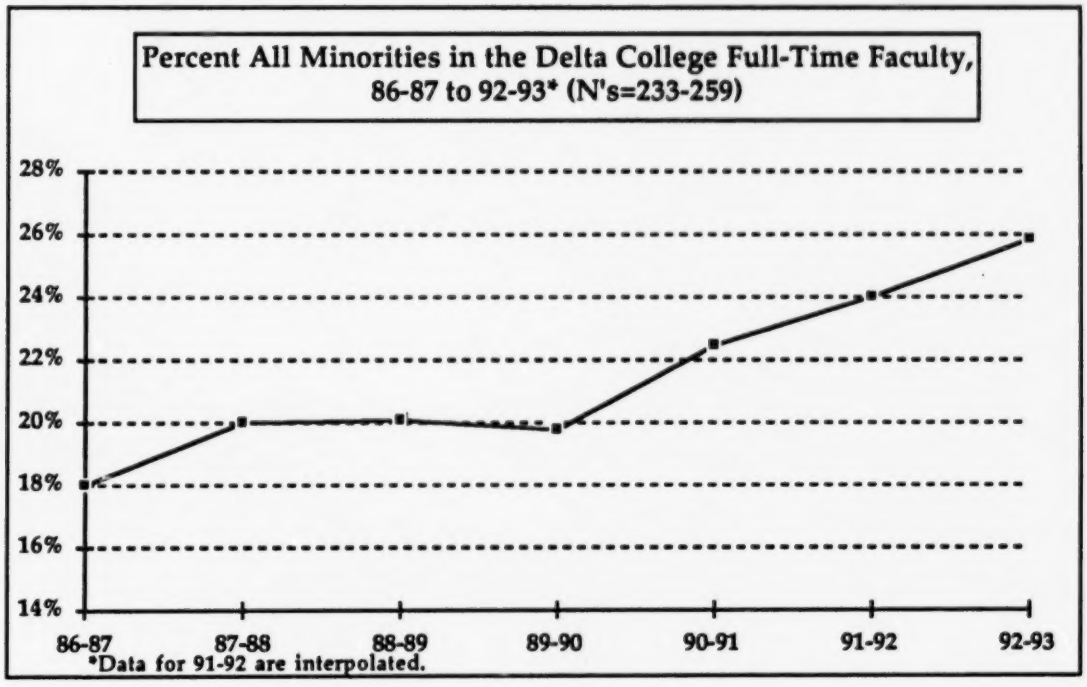
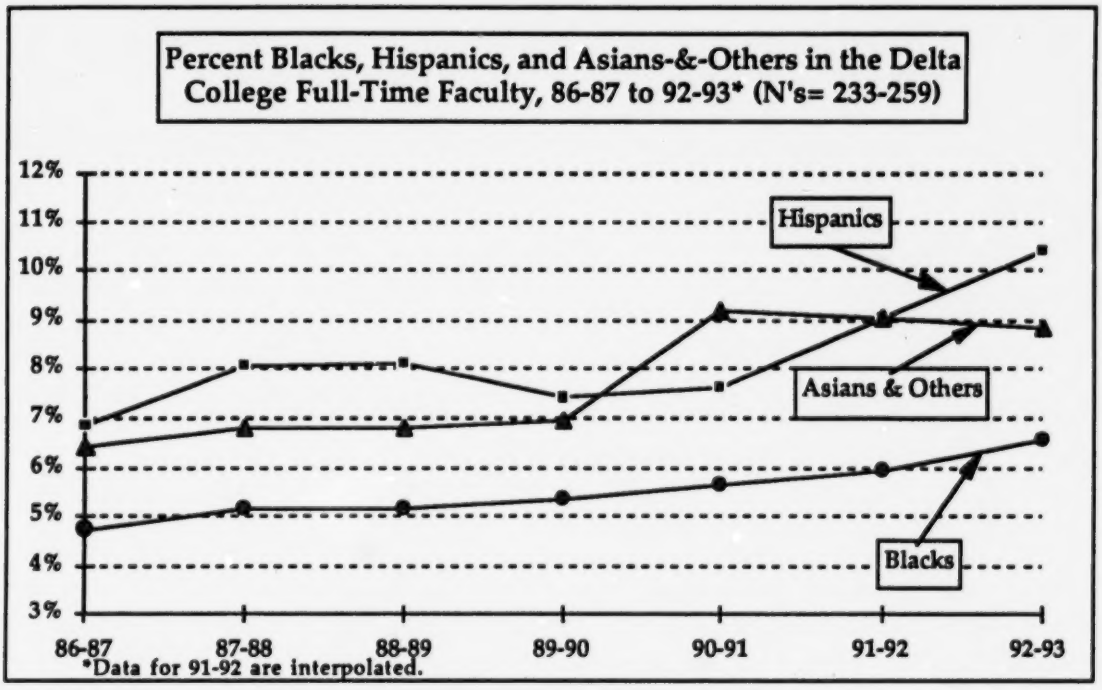


Figure 12



We are not able to assess how these figures compare to the Labor Force Parity standards, as we did with the administrators, since they have not yet been calculated.

SUMMARY

In sum, on the three basic equity questions of (1) student representation, (2) student graduation, and (3) faculty/staff composition, the most recent data indicate that:

- The students who attend Delta College generally reflect the ethnic composition of the District population. However, Whites and Hispanics are underrepresented relative to their proportions in the District's adult population (by 7 and 5 percent, respectively), and Asians are substantially over represented (by 11 percent). The percent of Blacks in the student population (6%) is close to the percent in the District population at large (5%).

  Reflecting the increasing ethnic diversification of the District's population, the percent of White students at Delta has declined 9 percent since 1987, with a corresponding 9 percent increase in minority students.

- The ethnic composition of students receiving degrees and certificates is remarkably similar to the ethnic make-up of the student population at large. Given the fact that many ethnic minority students come from educationally disadvantaged backgrounds, they would be expected to have higher drop-out and lower success rates

than White students, with the result that the ethnic composition of graduates would contain a significantly lower percent of minorities than the student population at large. But this is not the case.

There has been a puzzling decline in the percent of Asian students in the graduation population.

- Since 1986-87, there has been a 10 percent decline in White administrators and a corresponding 10 percent increase in minority administrators. Twenty-nine percent of the College's administrators are now from ethnic minority backgrounds.

  Delta College exceeds the Chancellor's Office Labor Force Parity standards for minority administrators for Blacks and Hispanics, but falls 1 percent short of the standard for Asians.

  The Delta College full-time faculty reflects a similar change. Since 1986-87, there has been an 8 percent decline in White faculty members, and a corresponding 8 percent increase in minority faculty members. Twenty-six percent of the Delta College faculty are now from ethnic minority backgrounds. Labor Force Parity rates for faculty members have not yet been calculated.